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the improvement of mathematics in Europe will be interested to see how clear and simple this work may be made. Whether Mr. Schmall has done this as well as someone else may be able to do it is an open question; but there can be no question that he has attempted to make practical an idea which is of the first importance for a far-reaching improvement in the teaching of secondary mathematical subjects.

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*The Administration of Public Education in the United States.* By DUTTON AND SNEEDEN. New York: Macmillan, 1908. Pp. 601.

In the preface of this work President Butler distinguishes between the activities of the state, the American people viewed as an organized unit, and those of the government. "It is this governmental educational activity with which the present volume deals." There are thirty-two chapters treating such subjects as "Factors Favoring the Advance of Education;" "The National Government and Education;" "Local Units of Educational Administration;" "The Financing of Public Education;" "The Improvement of Teachers in Service;" "The Elementary Course of Study;" "The Administration of High and Normal Schools;" "Vocational, Physical, and Correctional Education;" "Educational Statistics;" "The Widening Sphere of Public Education," etc.

Professor Dutton in his Brookline work and in his *Social Aspects of Education* made an important contribution to the recognition of the wider social responsibility of school authorities. Professor Sneden has already given us the most valuable works we possess on correctional education and school records and statistics. The combination of the forces of the two men in this volume leads the reader to expect in it a work of unusual value.

The introduction brings together the names of important persons in American education, then follow the significant industrial and social conditions upon which schools depend, and the leading events in national, state, and local school development. There is scarcely a topic from ventilation to pensions, child labor, tuberculosis, festivals, and the school nurse which is not included. The treatment is descriptive and accurate. To one accustomed to the somewhat inspirational style of many works on school management this encyclopedic book will prove hard reading, for it is not intended for reading-circles or teachers' meetings. It is essentially a reference book. Fortunately there is an excellent index. The references at the end of each chapter bring into view practically all the material the ordinary student can have occasion to consult.

The inclusion of so large a range of governmental activity in matters pertaining to children will render the work of use to other social workers besides those employed in the school.

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